



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

165 Kachina Drive, Sedona, AZ 86336

Sedona Charter School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Highly Performing  
2003-04 Excelling  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Alice Madar  
Schedule : 07:00 AM to 05:00 PM  
Grades : K-8  
2005 Enrollment : 161  
Web Address : [www.sedonacharterschool.com](http://www.sedonacharterschool.com)  
Phone Number : (928) 204-6464  
Fax Number : (928) 204-6486  
E-mail : [info@sedonacharterschool.com](mailto:info@sedonacharterschool.com)

### Mission

Our Montessori school challenges each child to achieve excellence through an individualized program. We inspire a passion for learning, instill a sense of personal responsibility, and cultivate community involvement and respect for the environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Ensure that each student reaches a high level of personal achievement in reading, writing, math, geography, history, science, visual arts, music, computer technology, Spanish, and physical development.
- ü Provide developmentally appropriate, individualized learning experiences for each child using Montessori methods.

### Enrollment

October 1, 2004 School Year Student Enrollment : 188  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 153

## Instructional Programs

- Ü Individualized Montessori Continuum K-8
- Ü Art, Music Woven Throughout Curriculum
- Ü Spanish

## Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

Provide an academic program fulfilling the mission and goals of Sedona Charter School. Ensure safety of the child at school. Help parents understand the school's philosophy and teaching methods. Welcome parent visits at all times.

### Parents

Reinforce the values of integrity, responsibility, compassion, courage, perseverance, loyalty, faith, work, friendship. Provide a nurturing home environment that also stimulates a love of learning. Discuss questions and concerns with the teacher.

## Transportation Policy

The school does not provide transportation to and from school. Transportation for field trips is generally provided.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Winner, National Language Arts League	2005
Ü County Science Fair & Discovery Channel Awards:2003-05	2005
Ü National & local Poetry, Art awards: 2001-05	2005
Ü Awards in Johns Hopkins Math and Verbal Talent Search	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79306	95	95	99	475	475	445	0	0	10	0	0	18	72	72	51	28	28	20
All Students (Prior Year)	19	19	75509	100	100	100	544	544	521	0	0	13	22	22	23	28	28	33	50	50	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	10	10	40583	100	100	99	479	479	445	0	0	11	0	0	18	60	60	50	40	40	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	18	18	36197	95	95	99	475	475	463	0	0	5	0	0	11	72	72	53	28	28	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	16	16	69060	94	94	98	479	479	454	0	0	7	0	0	17	69	69	54	31	31	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	15	15	39966	94	94	100	477	477	459	0	0	6	0	0	12	73	73	52	27	27	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79395	95	0	99	483	483	446	0	0	9	11	11	25	67	67	55	22	22	11
All Students (Prior Year)	19	19	75492	100	100	100	565	565	519	0	0	12	6	6	16	50	50	47	44	44	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	10	10	40618	100	0	99	471	471	440	0	0	11	20	20	27	60	60	53	20	20	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	18	18	36221	95	0	99	483	483	465	0	0	4	11	11	15	67	67	63	22	22	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	16	16	69139	94	0	99	491	491	454	0	0	7	0	0	24	75	75	58	25	25	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	15	15	39986	94	0	100	484	484	461	0	0	4	13	13	16	60	60	63	27	27	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78869	95	95	99	483	483	442	0	0	6	6	6	21	89	89	63	6	6	10
All Students (Prior Year)	18	18	75053	95	95	99	663	663	597	0	0	7	6	6	12	76	76	72	18	18	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	NC	40302	NC	NC	99	NC	NC	428	NC	NC	8	NC	NC	26	NC	NC	60	NC	NC	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	18	18	36078	95	95	99	483	483	459	0	0	4	6	6	16	89	89	66	6	6	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	16	68697	94	94	98	493	493	454	0	0	4	0	0	18	94	94	67	6	6	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	15	15	39837	94	94	100	483	483	457	0	0	4	7	7	14	87	87	67	7	7	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78906	100	100	99	498	498	498	0	0	13	8	8	19	75	75	48	17	17	20
All Students (Prior Year)	19	19	76019	100	100	100	504	504	499	21	21	14	26	26	39	5	5	14	47	47	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	NC	NC	68310	NC	NC	98	NC	NC	509	NC	NC	9	NC	NC	18	NC	NC	51	NC	NC	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	10	10	40295	100	100	100	494	494	513	0	0	7	10	10	13	80	80	50	10	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78908	100	0	99	497	497	484	0	0	10	25	25	23	75	75	58	0	0	9
All Students (Prior Year)	19	19	76020	100	100	100	498	498	503	26	26	25	16	16	23	47	47	40	11	11	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	NC	NC	68312	NC	NC	98	NC	NC	493	NC	NC	7	NC	NC	21	NC	NC	62	NC	NC	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	10	10	40315	100	0	100	496	496	498	0	0	5	30	30	15	70	70	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78750	100	100	99	531	531	500	0	0	6	8	8	29	92	92	63	0	0	2
All Students (Prior Year)	19	19	75673	100	100	100	574	574	530	11	11	12	16	16	25	58	58	58	16	16	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	NC	NC	68196	NC	NC	98	NC	NC	513	NC	NC	3	NC	NC	25	NC	NC	69	NC	NC	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	10	10	40260	100	100	100	529	529	514	0	0	3	10	10	21	90	90	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78250	100	100	99	575	575	548	11	11	21	19	19	18	44	44	48	26	26	13
All Students (Prior Year)	22	22	75001	96	96	99	449	449	468	50	50	37	41	41	36	9	9	16	0	0	10
Female	16	16	38071	100	100	99	573	573	549	13	13	20	13	13	19	56	56	49	19	19	12
Male	11	11	40126	100	100	99	579	579	547	9	9	23	27	27	17	27	27	46	36	36	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	23	23	38320	100	100	99	583	583	568	4	4	12	17	17	14	52	52	55	26	26	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	27	27	68996	100	100	99	575	575	561	11	11	16	19	19	18	44	44	52	26	26	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	23	23	44937	100	100	100	583	583	561	9	9	13	13	13	15	48	48	54	30	30	18

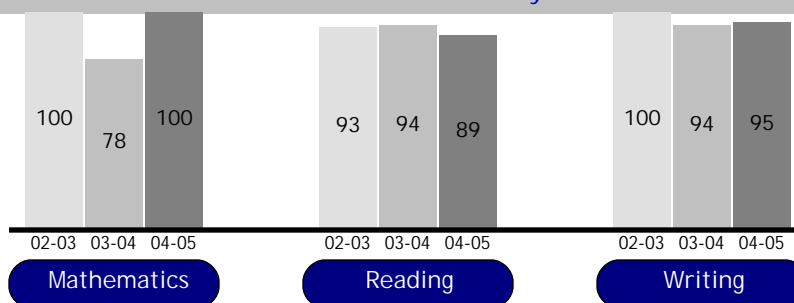
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78302	100	0	99	558	558	512	4	4	11	7	7	25	78	78	57	11	11	7
All Students (Prior Year)	22	22	74918	96	96	99	506	506	497	9	9	32	23	23	19	55	55	35	14	14	15
Female	16	16	38082	100	0	99	565	565	518	0	0	8	13	13	24	75	75	61	13	13	7
Male	11	11	40166	100	0	99	548	548	507	9	9	14	0	0	26	82	82	54	9	9	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	23	23	38347	100	0	99	556	556	531	4	4	5	9	9	17	78	78	68	9	9	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	27	27	69024	100	0	99	558	558	524	4	4	7	7	7	23	78	78	62	11	11	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	23	23	44979	100	0	100	561	561	525	4	4	6	4	4	18	78	78	66	13	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78094	100	100	99	602	602	545	0	0	3	0	0	18	93	93	77	7	7	2
All Students (Prior Year)	22	22	74503	96	96	99	514	514	491	0	0	9	27	27	32	68	68	51	5	5	8
Female	16	16	38025	100	100	99	610	610	558	0	0	2	0	0	13	94	94	82	6	6	2
Male	11	11	40013	100	100	99	591	591	534	0	0	5	0	0	23	91	91	71	9	9	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	23	23	38265	100	100	99	606	606	564	0	0	2	0	0	11	96	96	84	4	4	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	27	27	68892	100	100	98	602	602	559	0	0	2	0	0	14	93	93	82	7	7	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	23	23	44871	100	100	100	605	605	559	0	0	2	0	0	12	91	91	84	9	9	3

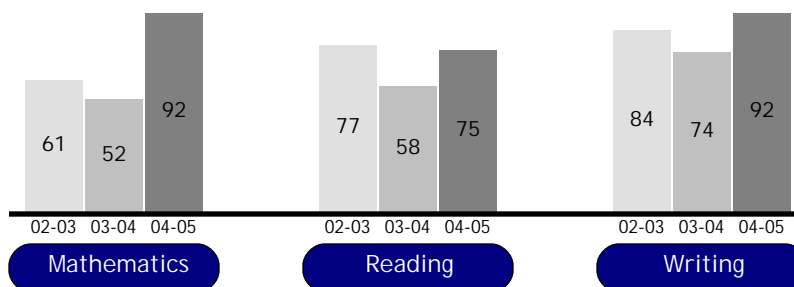
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

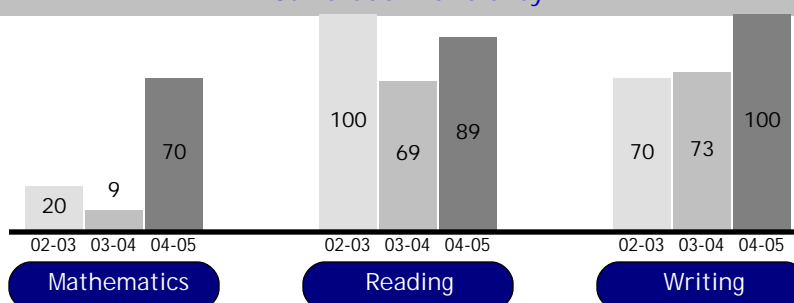
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	73	73	50	94	59	NA	58	100	58	58	47
	Language	100	37	37	43	94	46	46	50	100	51	51	47
	Mathematics	100	49	49	57	94	50	50	64	100	63	63	50
3	Reading	100	78	78	47	100	78	NA	55	95	67	67	44
	Language	100	73	73	54	100	77	77	61	95	70	70	44
	Mathematics	100	76	76	54	95	84	84	61	95	70	70	51
4	Reading	100	86	86	52	100	79	NA	56	95	71	71	48
	Language	100	72	72	48	100	61	61	52	95	64	64	49
	Mathematics	100	65	65	57	100	58	58	61	90	73	73	53
5	Reading	100	82	82	50	100	84	NA	55	100	61	61	50
	Language	100	67	67	46	100	68	68	49	100	60	60	50
	Mathematics	100	65	65	57	100	70	70	63	100	56	56	49
6	Reading	100	88	88	53	100	76	NA	56	93	59	59	51
	Language	100	75	75	45	100	57	57	48	93	55	55	47
	Mathematics	100	79	79	62	100	69	69	66	100	59	59	52
7	Reading	100	52	52	51	100	77	NA	54	100	77	77	50
	Language	100	62	62	54	100	85	85	58	100	76	76	52
	Mathematics	100	53	53	58	100	67	67	62	94	66	66	50
8	Reading	100	77	77	53	96	59	NA	55	100	74	74	51
	Language	100	77	77	49	96	52	52	52	100	77	77	50
	Mathematics	100	58	58	58	96	51	51	61	100	70	70	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

1 School Administrator(s)  
 0 Non-certified Employee(s)  
 3 Teacher(s)  
 5 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

## Council Duties

Ü School Mission/Goals/Planning  
 Ü Instructional Strategies  
 Ü Curriculum Development  
 Ü Personnel Decisions  
 Ü Budget  
 Ü Involve Parents in Governance/Operations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	.30	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	1
7 to 9 years	2	2	0	0
10 or more years	4	4	0	2

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

Ü 60 Computers in Classrooms + Video Equip  
 Ü Native Biology Study Area/Organic Garden

## Extracurricular Activities

Ü Science Fair/Spelling Bee/Geography Bee  
 Ü Basketball, Hikes  
 Ü Geometric Building Contest  
 Ü Guitar Club

## Social Services

Ü Community Service Projects

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Achieved the "Excelling" designation from the State of Arizona, placing us among the top 10% of schools in Arizona.
- ü Sedona Charter School became an American Montessori Society initiate member--the first step in full Montessori accreditation.
- ü Celebrated our 10th year of operations as the oldest charter school in Arizona, with recognition from the governor, state senators and congressmen, and state legislators.
- ü Year-long, all-school art project involving several local artists: a wrap-around exterior mural celebrating Montessori education, its principles, and its values. The mural's theme was connections.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our high teacher/student ratio (1 to 15 or better) and our small campus size (fewer than 180 students) ensures that each student is supervised at all times, and every student has a strong sense of belonging in this small school community.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Azalea Coleman	(928) 204-6464
Transportation Policy		
Community Resources	Alice Madar	(928) 204-6464
School Nutrition Programs		
Parent Organization	Kimberly Miles	(928) 204-6464
Student Health/Nurse	Dolores Biermann	(928) 204-6464

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.